

HUMBOLDT STATE UNIVERSITY

University Senate

Tuesday, November 1, 2016, 3:00-5:00 pm, Goodwin Forum (NHE 102)

1. Announcement of Proxies
2. Approval of and Adoption of Agenda
3. Approval of Minutes from the Meeting of October 18, 2016
4. Reports, Announcements, and Communications of the Chair
5. Reports of Standing Committees, Statewide Senators, and Ex-officio Members
6. Consent Calendar from the Integrated Curriculum Committee
7. TIME CERTAIN: 3:15-3:30 PM - Open Forum for the Campus Community
8. Discussion Item: Action taken by Senate since passing Resolution 03-16/17-EX, Sense of the Senate Resolution on Racialized Violence
9. Resolution to Amend Section 9.0 of the Constitution of the University Senate to Specify Time Limits for Electorates to Ratify Senate Constitution Amendments (05-16/17-CBC – November 1, 2016) First Reading
10. Resolution on Adopting a University Policy on Policies, Procedures, and Guidelines (06-16/17-UPC – November 1, 2016) First Reading
11. Sense of the Senate Resolution on Intellectual Property (04-16/17-EX – November 1, 2016)
12. Resolution to Amend the Constitution of the University Senate to Include the Director of the Office of Diversity and Inclusion as an Ex-Officio Member of the Senate (08-16/17-Sadeghzadeh/Platt – November 1, 2016) First Reading
13. Discussion Item: Process of Approving Resolutions
14. Informational Item: Humboldt State University Institutional Biosafety Committee

Tuesday, October 18, 2016, 3:00-5:00pm, Goodwin Forum (NHE 102)

Chair Julie Alderson called the meeting to order at 3:03pm on Tuesday, October 18, 2016 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Alderson, Avitia, Blake, Camann, Creadon, Dunk, Enyedi, Eschker, Flynn, Guillen, Le, Maguire, K. Malloy, Meyer, Oliver, O'Neill, Ortega, Pence, Platt, Rizzardi, Sadeghzadeh, Thobaben, Virnoche, Wilson, Wrenn

Members Absent

Abell, Frye, Karadjova, Lopes, N. Malloy, Rossbacher

Guests

Brianna Allen, Sarah Bacio, Tiwana Barnes, Ramona Bell, Corliss, Bennett, Lisa Castellino, Maria Corral-Ribordy, Lori Cortez-Regan, Ravin Craig, Alex Gradine, Mary Hackett, Alex Hwu, John Johnson, Susan Marshall, Tina Sampay, Barbara Singleton, Ronnie Swartz, Radha Webley, Noah Zerbe, numerous other students, staff and faculty

Announcement of Proxies

Thobaben for Abell, Maxwell Schnurer for Frye, K. Malloy for N. Malloy

Approval of and Adoption of Agenda

M/S (Flynn/Ortega) to approve the agenda
Motion carried unanimously

Approval of Minutes from the October 4, 2016 Meeting

M/S (Flynn/Dunk) to approve the Minutes of the October 4, 2016 meeting
Motion carried unanimously

Reports, Announcements and Communications of the Chair

Written Report Attached

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

Academic Policies:

- APC continues their review and discussion of the eLearning Quality Policy

Faculty Affairs:

- Written Report Attached

George Wrenn recognized the list of concerns and questions provided to Senators in response to his FAC written report for Senate. George noted that he will share the list with FAC members

and reply after he has had the opportunity to consult with them; the list of concerns and questions is attached.

University Policies:

- A draft policy on University policies is currently being vetted and will be coming soon to Senate for consideration
- The committee is in communications about the formation of an IT Advisory Committee

University Resources and Planning:

- Written Report Attached

Academic Senate CSU Statewide Senate:

- Senator Creadon shares that a revised version of EO1071 was sent to the CO; she will report when an update is received

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

Faculty member Maria Corral-Ribordy paraphrased a letter that she wrote to President Rossbacher; a copy of Maria's letter is attached.

Brianna Allen spoke to the October 4, 2016 letter that President Rossbacher sent to the campus community titled, *Standing Together for an Inclusive Community*. Brianna shared why she felt the letter was problematic and expressed her satisfaction in knowing that others are also speaking up and trying to make a difference.

Student Barbara Singleton read a prepared statement; a copy of Barbara's statement is attached.

Faculty member Lori Cortez-Regan shared instances of racism and microaggressions that she has faced during the sixteen years of living in Humboldt County; a copy of Lori's statement is attached.

Student Michelle Palafox shared the details of an incident at the library in Arcata where she was bullied and harassed and feared for her safety. She sought help and reported the incident to the APD but the officer's indifferent attitude and lack of effort to address the aggressor left her feeling upset, frustrated and not safe. She stated that she feels threatened and unsafe living here.

Student Graciela Chipres, a senior majoring in Political Science, expressed her rage and sadness for the lack of empathy and her feelings of invalidation that she felt by the President's October 4, 2016 letter. Graciela shared that she will be graduating soon and feels happy to be leaving. She feels unsafe and hopes that something will be done to change that.

Kimiko Nishitsuji is the administrator for the Facebook page, [PocNormHSU](#). Kimiko shared a list of demands which are posted to the page. She stated that she is tired of being afraid, ignored and feeling like the campus does not care about her wellbeing. She doesn't feel welcome.

The floor was opened to anyone who wanted to speak; discussion among students, staff, faculty and Senators ensued.

Senate Chair Alderson asked for anyone who wished to have a verbatim statement placed in the meeting minutes to please send their statement in to the Senate office.

Shortly after 4:30pm Reports of Standing Committees, Statewide Senators, and Ex-officio Members Resumed

Associated Students:

- AS President Platt reported that AS will be taking a more active role in Senate and will seek help in moving forward a resolution

California Faculty Association:

- Although IP remains threatened on our campus, it is not threatened in the terms of the Canvas contract
- CFA is committed to an inclusive and democratic union and will be sponsoring Unconscious Bias Workshops

CFA Campus President Camann cautioned that with Proposition 30 set to expire, the passage of Proposition 55 is critical for education at all levels in California. If passed, Proposition 55 will ensure that vital funding for public education will continue.

Labor Council:

- Unions have started talking about the implications of strategic budgeting and the impact that the commitment will have on staff

Student Affairs:

- After competing with much larger schools around the nation, HSU students were officially named the "Most Outdoorsiest Students in America" with HSU's own Jordan Johnson being awarded as the top competitor
- HSU is currently engaged with consultants to discuss HSU's housing needs

Provost's Report:

Executive Vice Chancellor Loren Blanchard will be visiting campus on Thursday, November 3. Dr. Blanchard's visit will be an opportunity to showcase our students and campus and to share our concerns.

There are currently twenty-five tenure-line searches underway with the following breakdown:

- College of Arts, Humanities and Social Sciences – 8 positions
- College of Natural Resources and Sciences – 5 positions
- College of Professional Studies – 10 positions
- University Library – 2 positions

Searches for a new Dean of College of Arts, Humanities and Social Sciences and a new Dean of College of Professional Studies are close to launch.

The process for master thesis project submissions has transitioned to Digital Commons @HSU (BePress) Repository through the University Library.

Graduation Initiative 2025 is gaining momentum. We should see immediate impact with opportunities to help accelerate students who are very close to graduation.

An official decision will be made within the next two weeks with regard to the future of HSU's Rangeland Program.

Consent Calendar from the Integrated Curriculum Committee (ICC)

The ICC Consent Calendar will roll forward to the 11/1/16 Senate meeting

Meeting adjourned at 5:02pm

HUMBOLDT STATE UNIVERSITY
Senate Chair's Report
Senate Meeting, October 18, 2016

Since our last meeting I joined FAC in conversation with President Rossbacher regarding IP issues on campus (see the FAC written report for detail on this). I feel confident that we can move forward on IP and come to an adequate temporary solution as we wait for the Chancellor's Office to act.

I will be meeting this week in Long Beach with the other Senate Chairs. Our agenda includes discussion of issues such as the nomination of a Faculty Trustee, the Quantitative Reasoning Task Force, GE, IP and Academic Freedom, and campus plans for implementing the graduation initiative. I will be bringing forward our campus discussion of racialized violence as well, in order to discover how other campuses are dealing with these difficult issues.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, October 18, 2016

Standing Committees, Statewide Senators and Ex-officio Members

Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

The Committee held its fifth bi-weekly meetings on Wednesday, October 12.

Meetings this semester are scheduled for: October 26, November 9, 30 and December 14. Meetings are open to the campus community. The Committee currently meets in Library 118 at 8 a.m.

The Faculty Affairs Committee addresses matters involving the individual or collective relationship of faculty to the University. The Committee can be reached through the Senate's Faculty Affairs web page: <https://www2.humboldt.edu/senate/faculty-affairs-committee>.

Unless otherwise noted, all members were present.

Agenda for October 12:

Absent: Michael Camann

Guests: Julia Alderson, Lisa Rossbacher

- 1) Updates
 - 2) I.P. Policy (with President Lisa Rossbacher)
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1) Updates

a. Development of a Lab Evaluation instrument:

A call went out to CNRS for volunteers to develop a lab instrument. To date, we have two volunteers and a set of draft questions prepared by Professor Bob Zoellner (Chemistry).

The volunteers will meet with the Committee at the next FAC meeting on October 26.

b. Resolution in support of confidential evaluation:

A Resolution in support of a confidential evaluation process for the CSU is in preparation. A first draft prepared by George Wrenn and Jeff Dunk is circulating for comment and will go next to Faculty Affairs for review before submission to the Senate.

2) I.P. Policy (with President Lisa Rossbacher)

The Committee invited the President to this meeting to discuss how best to move forward with I.P. policy following the decision not to approve the 2016 I.P. policy revision.

We concluded that actions in the following areas are needed:

- A. Development of a document (initiated in Faculty Affairs) providing carefully-framed guidance on what constitutes ordinary and extraordinary support and how to protect one's intellectual property. Because faculty, staff and students can receive extraordinary support, all three constituents should be addressed. It was noted that 2016 policy language can be drawn on to define extraordinary support. Advice on written agreements and the roles of institutional authorities were considered useful as well.

During discussion, Fresno State's 2003 extraordinary support guidelines were shared and considered a useful model: [APM 541 GUIDELINES ON INTELLECTUAL PROPERTY AGREEMENTS RESULTING FROM EXTRAORDINARY SUPPORT BY THE UNIVERSITY](#)

It was noted that any guidance document developed and passed by the Senate would be superseded when Chancellor's Office I.P. policy takes effect.

- B. Revision of E.Learning policy (Academic Policies Committee)

Much of the faculty's concern with current I.P. policy stems from granting the University a royalty-free license to use faculty distance education material (See EM:P09-03 Intellectual Property Policy, Section II.A.2d: "In distance education courses the faculty owns the copyright but the University will receive a royalty free license to use the material."). This language is also present as a checkbox the *HSU eLearning Course Development/Redesign Agreement* (" ___ I agree to provide HSU with royalty free license to my course content.")

Discussion addressed concerns over control of course material, the disinclination to create online course material given current policy, and the practice of copying course materials.

Because the Academic Policies Committee is reviewing e.Learning policy for revision, it was deemed appropriate for Academic Policies to address licensing and other distance education I.P. concerns through the e.Learning policy revision process.

It was noted that questions about distance education frequently arise amongst the faculty and that concerns about it persist. We concluded our discussion by affirming the need for a larger campus-wide conversation about distance education at Humboldt State.

- C. Creation of an ad hoc committee to support I.P. Policy governance

The Senate's University Policies Committee would be tasked with establishing a committee that would mirror the Advisory Board on Research and Creative Projects, suspended in 2009/10.

Discussion only briefly touched on committee composition but we agreed that it has an essential role to play in the ongoing governance and administration of I.P. policy.

Ideally, these three connected initiatives would go forward in parallel and reach the Senate as a package.

University Resources and Planning Committee:

Submitted by Mark Rizzardi and Alex Enyedi, URPC Co-Chairs

The University Resources and Planning Committee (URPC) met on Friday, October 14. The first topic was further discussion of when and how divisions will determine and present their $\pm 5\%$ budget adjustments. There was consensus that it would be reasonable to have the decisions presented in mid-January after the break, thus allowing time for more thoughtful cross-division collaboration in the decision process. This timeline also encouraged the URPC to decide it will meet weekly starting late January in anticipation of increased budget planning activity.

The second topic covered in the meeting was a presentation and discussion on defining strategic assets. This discussion was motivated by the President's charge to continue "... implementation of strategic budgeting principles and defining strategic assets." Strategic assets for the university are assets that are needed to allow HSU to continue achieving its goals. A wide range of assets fall under this umbrella including infrastructure, personnel, students, and curriculum. This discussion will continue in the URPC's October 28 meeting.

FAC Report: Concerns & Questions

Thank you for your thorough report. I am Jeff Abell's proxy today so have combined his & my concerns & questions about the report.

Defining what Constitutes Extraordinary Support

FAC Report mentions handling IP, elearning and ad-hoc IP committee as a package. This *will* delay the resolution of what constitutes extraordinary support. [Definition of extraordinary support should be considered separately and taken care of quickly.](#)

2009 IP Policy

In their report, FAC cited Section II.A.2d of the IP policy was cited by FAC: [Does FAC still think it is still in effect?](#)

CBA Language

CBA language in Article 39.3: Faculty works include those "that are used in connection with online or hybrid instruction, transmitted electronically, and/or stored on CSU or third party provided servers. "For works for hire in the normal course of employment (not extraordinary support), the license rights are clear: "*Unless there is a separate individual agreement or past practice at a campus to the contrary, faculty bargaining unit employees shall be entitled to grant licenses or make assignments with respect to such materials to publishers and publishing agents, or any other third party. Unless there is a separate agreement to the contrary, consistent with this Article, neither the CSU nor third party providers are entitled to grant licenses or make assignments with respect to such materials to publishers and publishing agents, or any third party.*" The 2009 IP Policy is inconsistent with this article of the CBA since it treats "distance learning" faculty work differently from face-to-face work. [Is this how FAC understands the 2009 IP Policy? The Senate? The President?](#)

Fresno Policy

The Fresno policy seems to give the President complete control over what the definition of extraordinary support is. [The faculty seem to be given the option to sign or not sign an agreement in those cases where the President has deemed extraordinary support. Is this the best model?](#) Would we better off defining a minimum dollar amount necessary for an IP issue to get to the President's desk, defining a minimum amount of technology staffing or support to be considered "extraordinary". By giving it all to the President or designee without any limitations, faculty end up with a variable system that does not necessarily encourage equitable development of intellectual property. [What does FAC plan to use from 2016 policy in terms of defining extraordinary support?](#)

Creation of an Ad Hoc Committee to Support I.P. Policy Governance

[It may be premature for the development of an Ad hoc committee. That could be part of the campus policy once the CSU policy is in place.](#)

CBC Chair Perspective

Establishing a committee that might adjudicate on IP policy issues at the campus level is outside the UPC's purview. The University Policies Committee *cannot* be charged with formulating this Ad Hoc committee. As an Ad-hoc committees, they have specific charges: 1) "reviewing policy

items addressing all university policies that do not fall under the purview or charge of the other Senate standing committees"; and 2) "reviewing the existing policy processes on campus and recommending to the Senate for its approval a policy process that address the campus need for a transparent, efficient, and clear policy process rooted in principles of shared governance."

Difference between the issues Surrounding Faculty, Staff & Student Use of Extraordinary Support

FAC Report: Because faculty, staff and students can receive extraordinary support, all three constituents should be addressed. There are differences between the issues surrounding the use of extraordinary support among students and staff & faculty. One of the only ways that a university can get a license to use faculty intellectual property is through extraordinary support whereas students and staff rarely receive such support because it's more common to see their work product as wholly owned by the university if they use university resources.



HUMBOLDT STATE UNIVERSITY

Critical Race, Gender & Sexuality Studies

October 18, 2016

Lisa Rossbacher, President
Humboldt State University
Arcata, CA 95521

Dear Madam President,

My name is María Corral-Ribordy, and I am a Queer Xicana, whose pronouns are she, her, and hers. I moved to Humboldt county from the Bay Area 18 years ago wanting to raise my sons outside of a crumbling public education system, and seeking reprieve from the violence that continues to devastate inner-cities across the nation. In 2007 I completed my Masters' Degree in Education at HSU. For nine years I have had the most distinguished privilege to be a faculty member in what is now the Department of Critical Race, Gender & Sexuality Studies where I have taught courses in Ethnic Studies to over 2000 students, CRGS majors and diverse students across all other majors, including EOP students. I have also participated in both the Social Justice Summit and the Campus Dialogue on Race.

I want to take a few seconds to recognize and appreciate just a couple of my own observations about your choices as President of HSU. These choices reflect a possibility of long-overdue and meaningful institutional transformation under your leadership.

I observed you pause before reacting in a rash response when addressing the Native student activists who organized a campaign to protest the firing of a staff member and also to call on the university to address the historic lack of support for the academic needs of Native students and to challenge the university's ongoing colonial discourses and practices. I believe you could have simply nodded to the Chief of the University Police and the Native Forum, where the students took residency, would have been evacuated, by force if "necessary," and it would have been. The restraint you exhibited allowed a space where, historically silenced and marginalized students were

empowered to come together, engage in dialogue, be agents in the process of their own education.

With your leadership and presence, starting in May 2015 many administrators have attended the cultural graduations, and many of them did so for the first time. I was truly shocked when I saw you and several administrators walk into Q-Grad that year. I had never ever seen an administrator in these events, and your presence sent a powerful message to graduating seniors that their academic success matters, that the struggles they face are real and that it was time to celebrate their personal and scholarly accomplishments as well as their strategies for community building and survival. What cultural graduations have in common is that they celebrate the academic achievement of communities who were not supposed to be here in the first place, who in spite of the material, physical, and emotional costs during their education as a result of their identities, they succeeded and kept their eyes on the prize.

Your choice to publicly acknowledge and express your gratitude, during the commencement ceremonies last May, that the University is built on Wyott land was unprecedented in the history of HSU. Three months later you began your welcoming speech to the campus community with a beautiful articulation of why such official recognition is important. You don't know everything, but who amongst us does? I felt that, evident by the choices I mentioned above, that you have the desire to learn and the will to forge a new chart for this University, one that really meant what it said about "Diversity and Inclusion," about "Hispanic Serving (not merely enrolling) Institution," and about closing the graduation and educational "gap."

It is from this place of hope for the future of the university, under your leadership, that I speak to you now.

Incident to reports of racial violence some of our Black male students survived, you issued a community response in an email dated on October 4, condemning the violence and citing several steps the university is taking to address racial inequality at HSU. In said response, I expected your statement claiming that you, "know that racism is not the norm on our campus or in our neighboring communities." That, "This is a caring place, with many thoughtful, open-minded, and well-intentioned people." We have all heard that claim before. To those of you who are privileged enough to not have to worry about how your perceived whiteness may affect your ability to secure housing, get and keep a job, experience being ignored, tokenized or failed in the classroom, have the validity of your testimony questioned, or navigate your subjection to a myriad forms of daily cultural and structural violence. To those of you "who believe themselves to be white,"

using Ta-Nehisi Coates term, this is a caring place *FOR people like you*; the people you encounter are thoughtful *about you and you expect them to be so*, your neighboring communities are open-minded about your experiences because for the most part they **SHARE** your experiences, and are well intentioned in-your-support.”

For the People of Color living in this community, indeed, all over the country we know with sharp clarity that to the extent that we are perceived to be non-white, our lives, survival, and human dignity are jeopardized by racism as a matter of daily experience.

Your statement that racism is not the norm, is informed by the myth of a colorblind society and the erroneous assertion that we live in a post-racial society.

White supremacy, as an ideology that wrongly claims that people who are perceived to be white are somehow genetically and personally superior than people that who are not is created and supported by social institutions and its claim is a smog that is internalized by everyone. We have not been able to eliminate white supremacy, not because we don't have brilliant people who have been working on this for a long time, or because we don't have the answers. We have not eliminated white supremacy because it is a key factor, along with other ideologies of social oppression, in the unequal distribution of wealth and power in a society stratified according to such beliefs.

Your claim that racism is not the norm in this community is flawed in two key aspects:

First, it renders invisible and inconsequential at best, the harmful experiences that people of color in this county experience on a daily basis. If, as the leader of this university, you don't believe that our stories matter, you don't see our marginalization and dismissal, how then, will you engage with us while at the same time claim to support our success? Your statement, with the institutional power of your position at HSU, is itself an example of racism, through attempted erasure, that people of color survive.

Second, when people discuss issues of racism, the conversation is too narrow to be an effective anti-racist conversation. Many people, believe that racism is a thing that affects people of color, a social affliction that is unique to non-white people; that it has nothing to do with white people because after all, many white people are indeed “good and well-intentioned” people. We must move beyond the limited understanding that only overt and explicit behavior is racist. Behaviors that support white supremacy are not necessarily connected with being a good person. In order to have a real opportunity to

transcend the rut that racial justice conversations are stuck in, it must be clear that EVERYONE is affected by racism, all the time, everywhere.

White supremacy is the ideology. Racism, quoting Dr. Beverly Tatum, is “a system of advantage based on race.” Racism is the set of institutional processes, interpersonal interactions, and personal belief systems that assure the manifestation of white supremacy--that white people have the power to continue to control the division of the “pie.”

Racism is the standard of accepted behavior in our community and the nation. If we really want racial justice, people who benefit from this system must refuse the myth of colorblindness. They must name and articulate an understanding that they receive unearned advantages based on their external features: the color of their skin, texture of their hair, other physical characteristics and national origin.

We are too willing to see that racism has people of color on the ground, sometimes on our knees. We know that racism is a terminal social disease. We also see that white people as a whole, have on average, a larger net worth, a lower child-birth mortality rate and a longer life expectancy, to name a few markers of the material consequences of their socially secure superiority.

The key to have white and people of color meet at the table and have meaningful discussions about racial equity and institutional transformation, must include a discourse about racism that not only recognizes that people of color are on the ground, but also that white people stand tall BECAUSE they are standing on our backs! Privilege to some cannot occur without the oppression of others. Everyone is affected racism. The difference lies on the nature of its impact on our lives.

Your letter, Madam President, is not unique in the claim that this is not a racist community and that racially motivated violence is an exception because “good people” live here. This trope and narrative maintains the racial status quo and relieves white people of their responsibility to engage in personal and institutional anti-racist strategies.

I am baffled by your admission that you know about “too many stories about HSU students, staff, and faculty that experience acts of overt racism and enduring on-going bias.” If racism is not the norm and good people live here, who then, is committing these acts of racism and bias? Madam President, your letter caused psychological harm to people of color in this community. Hoping that you would see Humboldt county through

our lives, I trust that you are aware of and have read many of our stories through #pocnormhsu. You have received letters by several of our faculty members seeking to assist you in understanding and responding to our outrage.

In conclusion, white supremacy continues to distort our perceptions of each other, through its institutions it ensures that white people continue to enjoy privileges precisely because people of color are oppressed and marginalized. Racism is the norm. Receiving whiteness, the privileges of being perceived to be white, have nothing to do with whether a person is "good or bad". How many stories do you need to admit that racism exists and that you are privileged by it? How violent do the racially based assaults need to be? Whose bodies, indeed, whose lives need to be injured or ended before white people recognize that you have a paramount stake in ending the system of advantage based on race?

Your public silence, while aware of the impact your letter has on students, faculty, staff and community members of color, is not only baffling, but adds insult to injury. Your silence is tantamount to a denial of the harm your letter caused. Failing to recognize the harm fortifies while holding on to the narrative that there is no racism here the narratives of white supremacy. Failing to affirmatively take action on this issue will be heard loud and clear by people of color at HSU as a confirmation that your claims to care about Diversity and Inclusion, equitable educational opportunities and improving HSU's embarrassingly low graduation rates for URM's as words, sounds empty of real intent to work for educational justice.

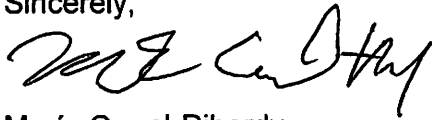
I am excited about this moment, because it is a definitive juncture in the path of HSU's ability to live up to its claim of a commitment to social justice. Racism is the norm, but you must also know that sexism is the norm, heteronormativity is the norm, middle-class is the norm, Christianity is the norm, U.S. citizenship is the norm, English as your first language is the norm, and thin, abled bodies are the norm. HSU is at a point when we can lead the nation on strategic efforts to unlock what bell hooks calls the "interlocking systems of oppression." I am looking at you Madam President, that with the support of the University Senate, you will do everything in your power to address the oppressive aspects of institutionalized racism, beginning at the highest level of institutional power in HSU--you.

To begin the long and complex process of implementing a de-colonizing institutional change, one that actually counters bias and violence, I strongly recommend that you structure within your executive council a permanent seat for someone with the capacity to advise you on issues of power, privilege, and oppression. The Director of the Office

of Diversity and Inclusion (ODI) seems to be an obvious choice for that. I beseech you to ensure that the Director for ODI and the Director for the Latinx Center for Academic Excellence are hired with actual and deliberate speed. Most importantly, I ask that you listen to the students. They know what they need, what is obstructing their ability to succeed, and they also have the urgency to change the communities they are inheriting from us.

Thank you for your consideration and I look forward to your actions on these vital matters,

Sincerely,

A handwritten signature in black ink, appearing to read 'María Corral-Ribordy', written in a cursive style.

María Corral-Ribordy

Faculty

Department of Critical Race, Gender & Sexuality Studies

Humboldt State University

Barbara Singleton
University Senate Open Forum Statement
October 18, 2017

Good afternoon, my name is Barbara Grace Singleton, and I am a seventeen year old freshman at Humboldt University. Recently, every student here and I received an email from faculty addressing racism in our community. As a minority, I was happy to see Humboldt attempt to shed light on the social issues at our school. That happiness soon turned into disappointment upon reading said email. Within the email, it was stated that racism is "not the norm" on our campus, and in our neighboring communities. As a minority in this city, and at Humboldt, my peers and I can confidently say otherwise. Time and time again, we've heard endless stories of overt racism and ongoing bias against students and staff alike. Reading this email was offensive to say the least. Any time I mention HSU to anyone, there are two issues we are known for here; racism and marijuana abuse. While driving to HSU, my mother and I were flicked off by an obviously prejudiced man on the road in Arcata. I've personally been ignored, laughed at, and shunned by residents of Arcata on public transportation because we come from different backgrounds. A fellow student in my dorm has literally recalled being referred to as the N-Word by a group of men near Arcata. There has even been word of discrimination between peers on this campus, too. Prejudice and bigotry IS the norm in this community and this nation, so why would it be any different here at this university? It is not appropriate to disregard the existence of racism. Ignoring racism will not make it disappear, only sweep it under the rug. There is no such thing as "too many stories" about racism. To call a traumatic experience a story, and to suggest that people are tired of hearing and talking about it is simply insensitive. As our faculty you owe us protection. We should feel welcomed and comfortable to speak out on injustice here on campus, and that email did the opposite. As long as racism exists, there will always be dialog on the topic. The first step towards change is acknowledgement, and once we acknowledge the issues in this community and on campus, we will be able to move forward. We have to take responsibility for our actions as a whole, because we are a family here at Humboldt, and should be encouraging growth in each other's lives to make our learning experiences the best ones. Thank you.

Lori Cortez-Regan
University Senate Open Forum Statement
October 18, 2017

I moved to Humboldt County in December 2000 to attend HSU. Since then I have received a BA in sociology and interdisciplinary dance studies and Master's Degree in sociology. I am currently a lecturer in the Sociology department where I teach both Sociology and Criminology and Justice Studies Courses.

During the past 16 years of living in this community I have faced numerous incidents of racism and microaggressions.

- The first time I was ever called a racial slur, it happened at the Arcata Plaza.
- I was shopping at a sport store in Eureka and an employee followed me and told me that if I didn't buy anything in the next five minutes, I had to leave.
- I was at a Mexican restaurant celebrating my birthday. On my way back from the bathroom, an older, white woman grabbed my arm and told me to bring her more chips. I was shocked and asked her if she thought I worked there because I am Mexican. She became embarrassed. All of my friends, who are all white, told me that I was probably overreacting. I was not dressed like any of the servers or hostesses so I cannot find any other explanation as to why she thought I was an employee and not a fellow patron.
- When I was pregnant with my second child, I was at a drug store with my 20 month old daughter when an older, white male asked me, "Don't you think you have enough children already?"
- I was at Target shopping for makeup and opened a bottle to see the shade and an employee yelled at me that is was people like me who ruin the products and that the item was no longer saleable because I opened it. She then proceeded to grab the item from me and throw it into her cart of products that she was pricing. I found a manager and told them what had happened and they told me that what the employee had said was not true.
- In the Fall of 2013, my children started a new school in Arcata. A parent asked me what I do. I replied that I work at HSU. The parent responded, "Oh, you work with the cleaning crew?". To which I responded, "No, I'm a professor" and then I turned and walked away.

These are just a few experiences that I can quickly recall but there have been many others that were more subtle.

Can I be sure that all of these interactions took place because of my race? No. But I can never be certain that they did not happen because of my race. This is my reality. This is my norm.

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, November 1, 2016

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Mary Virnoche, APC Chair

Members: <http://www2.humboldt.edu/senate/academic-policies-committee>

October 4, 2016: Present - Joice Chang, Paul Cummings, Brandon Dolfi, Mary Glenn, Michael Goodman, Zach Kihm, Michael Le, Heather Madar, Clint Rebik, Mary Virnoche (chair)

October 11, 2016: Present - Joice Chang, Paul Cummings, Brandon Dolfi, Mary Glenn, Michael Goodman, Zach Kihm, Michael Le, Heather Madar, Clint Rebik, Mary Virnoche (chair)

October 25, 2016: Present - Paul Cummings, Brandon Dolfi, Mary Glenn, Michael Goodman, Zach Kihm, Mary Virnoche (chair) **Absent** Joice Chang, Michael Le, Heather Madar, Clint Rebik

Discussion/Outcomes/Decisions

Two students, Brandon Dolfi and Zach Kihm joined APC beginning with the October 4, 2016 meeting. APC received formal notice of their appointments via a memo from AS President, Jonah Platt, dated October 5, 2016.

October 4, 2016: The APC oriented itself to the current context for E-learning policy. We began reviewing the latest draft of the E-Learning Quality Policy. Mary V. Communicated with Alex Hwu about our process. Alex confirmed that we are working with the latest version of the quality policy and also sent the committee the current “agreement that faculty members sign when they develop E-Learning classes.

October 11, 2016: The APC continued the E-Learning Quality Policy discussions.

October 25, 2016: The APC reviewed a new version of the E-Learning Quality Policy substantially revised by Mary Virnoche based on synthesis and integration of comments, concerns and suggestions raised during the last two meetings. The group noted a few fairly minor changes needed in Sections I-V. During the discussion of the new Section VI, Mary Glenn raised concerns that have implications for multiple sections including Section VI: All ELearning courses are run through “self-support” (revenue stream and expenses are managed and contained within the entity CEEE). Yet there are resource streams from state side into CEEE that are not yet articulated nor compensated: e.g. student services, as well as course, program and other analytic data. Mary Virnoche suggested that those resource issues could/should not be resolved through this policy. Mary Glenn noted that the decisions around resources have an impact on this policy. The APC adjourned while still in the midst of the discussion on the revised Section VII Right of First Refusal.

Meeting Agenda, November 1, 2016

eLearning Quality Assurance Policy
eLearning Course Development/Redesign Agreement

California Faculty Association:

Submitted by Michael Camann, HSU Chapter President

Members of the California Faculty Association phone banked on campus Tuesday and Wednesday, October 25-26, calling CFA members throughout the state to inform them about Proposition 55 and the potential negative impact on the CSU base budget if Prop. 55 fails to pass. To date, HSU faculty have donated nearly 50 hours of volunteer organizing in support of Prop. 55.

Constitution and Bylaws Committee:

Submitted by Jeffrey Abell, CBC Chair

- I. Report from Mon October 10, 2016 Meeting
 - A. Meeting called to order at 16:15 in NHE 116 with Abell (Chair), Chang, Guzman, and Shellhase. Watson was absent.
 - B. The University Policies Committee forwarded CBC a draft "Policy on Policies" with a request to review it for any apparent conflicts, discrepancies with the Senate Constitution and Bylaws.
 - C. CBC reviewed and discussed the document - noting sections which might not be consistent with the Senate Constitution and Bylaws and sections which might be considered redundant as they are already clearly stated in the Senate Constitution and Bylaws. The CBC Chair conveyed the notes of this discussion to the UPC Chair in a phone call later in the week.
 - D. Meeting adjourned at 16:45.

- II. Report from Mon October 24, 2016 Meeting
 - A. Meeting called to order at 16:05 in NHE 116 with Abell (Chair), Chang, Guzman, and Shellhase. Watson was absent.
 - B. Committee approved minor edit to Resolution 05-16/17-CBC (Resolution to Amend Section 9.0 of the Constitution of the University Senate to Specify Time Limits for Electorates to Ratify Senate Constitution Amendments). This comes to Senate as a first reading at today's meeting.
 - C. Committee initiated formal discussion on whether the CBC is the appropriate body to interpret Senate actions or resolutions as they relate to the Constitution.
 1. Interpretations relating to the Senate bylaws fall squarely within the CBC's purview. The bylaws are under exclusive control of the Senate membership and

Bylaws section 14.0 clearly charges CBC to interpret Senate actions/resolutions for consistency with the bylaws.

2. There is currently no mechanism for the CBC to interpret Senate actions that relate to the Constitution. That is because the current “interpretational powers” are vested in the bylaws and therefore cannot be applied to the Constitution since the Constitution is a higher order document.
 3. CBC is likely the best option on campus for interpreting Senate actions that relate to the Constitution. The committee members get more experience with this document than members of any other campus committee. The two-year term of service allows new members to build their understanding of the Constitution. The CBC membership usually reflects a representation that is broader than the Senate (e.g. for the current committee only the Chair is a Senator and the remaining members are appointed from the three electorates).
 4. A potential conflict of interest arises if CBC is asked to make interpretations relating to the Senate Constitution. CBC is a standing committee of the Senate and must generally abide by Senate approved actions. On the other hand, the Constitution is not under exclusive control of Senate membership, but is amended by the electorates: General Faculty, Associated Students, Staff council.
 5. If this conflict of interest is not palatable, an alternative might be to fashion ad-hoc interpretation committees as needed. Such a committee could have Senate representation (via the CBC Chair and an officer of the Senate) and elected members from the three electorates. This could be viewed as an ideal option from the representation standpoint. But it would be difficult to implement on the short notice that would likely be required to resolve interpretations. Also the elected members may not have enough experience with the Constitution to effectively interpret it on such short notice.
 6. The CBC unanimously agreed to write a Constitutional amendment that would allow it to interpret Senate actions relating to the Constitution. This will give the electorates the opportunity to have a say in the matter and validate the argument that CBC is best positioned to offer objective interpretation.
- D. Committee initiated formal discussion on whether standing committees should be held to similar agenda and document posting deadlines as the current Senate.
1. Improving communication of committee business would improve the Senate’s ability to meet its mission.
 2. The primary mechanism of communicating committee business, meeting time and location is through Senate reports. This is likely not sufficient to keep campus aware of committee’s work or to encourage broader campus input at the committee level.
 3. Caution must be taken when stipulating notification or document deadlines that might overburden committee Chairs and inhibit the ability of committees to handle Senate business.
 4. CBC will continue this discussion and seek input from the Senate Office about what steps are currently being taken to notify the campus community about committee meeting times, locations and agendas.
- E. Meeting adjourned at 17:05.

III. Agenda for next meeting on Monday November 7, 2016 in NHE 116

- A. Draft Constitutional Amendment allowing CBC to interpret actions as they relate to Senate Constitution.
 - B. Continue discussion of whether committees should have agenda notification and document posting deadlines. Propose bylaws amendments if necessary.
 - C. Initiate discussion on whether posting of vote tallies with election results is mandated by our governing docs. Recommend appropriate practice to AEC or Senate Office or propose bylaws amendments if necessary.
-

Faculty Affairs Committee:

Submitted by George Wrenn, FAC Chair

Faculty Affairs Committee Report – October 26, 2016

The Committee held its sixth meeting of 2016-17 on Wednesday, October 26.

Meetings this semester are scheduled for: November 2, 9, 30 and December 14. Meetings are open to the campus community. The Committee currently meets in Library 118 at 8 a.m.

The Faculty Affairs Committee addresses matters involving the individual or collective relationship of faculty to the University. The Committee can be reached through the Senate's Faculty Affairs web page: <https://www2.humboldt.edu/senate/faculty-affairs-committee>.

Unless otherwise noted, all members were present.

Agenda for October 26:

Absent: Marissa O'Neill
Guest: John Steele (Biological Sciences)

- 1) Updates
- 2) Lab Evaluation Instrument
- 3) Sense of Senate Resolution on Confidential Evaluations

1) Updates

The Committee will have an extra meeting on November 2nd to:

- Finalize the Sense of Senate Resolution on Confidential Evaluations;
- Review draft Guidelines for Extraordinary Support (in preparation);
- Review of concerns related to class scheduling (time permitting)

2) Lab Evaluation Instrument

- a. A draft instrument submitted by Bob Zoellner was reviewed and discussed. John Steele and Mark Wilson have volunteered to work on the instrument and will bring a revised version to the November 9th meeting.

- 3) Sense of Senate Resolution on Confidential Evaluations
 - a. In our first review of the draft Resolution, we concluded that definitions of confidential and anonymous should be included and that language should be strengthened or clarified in places. The Committee plans to finalize the Resolution at the next meeting. The Resolution will be shared with AS for input before submission to the Senate for a first reading on November 15th.
-

University Policies Committee:

Submitted by John Meyer, UPC Chair

10/21/16: committee meeting continued process of revision of proposed “Policy on Policies, Procedures, and Guidelines.” The committee voted unanimously to recommend the proposed policy, as revised, to the University Senate. Although the proposed policy has been revised to incorporate diverse feedback, the committee recognizes that challenges of incorporating all university policy into a single process remain.

10/31/16: committee is scheduled to meet with invited guests Professor Jim Graham, CIO Anna Kircher, and others to discuss the potential formation, structure, and charge of a new advisory committee on academic information technology.

University Resources and Planning Committee:

Submitted by Mark Rizzardi and Alex Enyedi, URPC Co-Chairs

The University Resources and Planning Committee (URPC) met on Friday, October 28. The URPC continued its discussion on defining strategic assets. This discussion was motivated by the President’s charge to continue “... implementation of strategic budgeting principles and defining strategic assets.” Strategic assets for the university are assets that are needed to allow HSU to continue achieving its goals. A wide range of assets fall under this umbrella including infrastructure, personnel, students, and curriculum. Crafting a common policy document will help guide the university’s strategic budgeting process. This discussion will continue in the URPC’s November 18 meeting.

Administrative Affairs:

Submitted by Vice President Joyce Lopes

ADMINISTRATIVE AFFAIRS DIVISION WIDE SENATE UPDATE

We have engaged in training with the Office of Institutional Effectiveness on assessment, planning, and goal setting. Each unit has begun to develop objectives and tasks tied to the strategic plan. Each task has a measurable outcome, timeline and individual assigned responsibility.

We have begun looking at the +/- 5% budget exercise by considering the following questions:

- List three potential ways you could re-imagine your service delivery (partner with others on campus, reorganize how service is delivered, change delivery schedule, reduce services provided, change where the service is provided)
- In your area, list three things to stop doing and/or services to stop providing (or streamline how they are provided)

ACCOUNTING

- Completed the year end process for the university as well as the four auxiliary organizations (AS, Advancement, Sponsored Programs, and the University Center)
- Completed the audit reports and financial statements for the four auxiliary organizations
- Reviewed and realigned staff assignments to improve customer service for the campus, self-support operations and auxiliary organizations
- The CSU three-year auxiliary audit has been completed. Corrective action has been submitted to the Chancellor's office.
- The office has prepared a response to the Associated Students request for proposal for business services. The presentation will be provided to Associated Students Council on November 14.

BUDGET OFFICE

The Budget Office is largely focusing on advancing Goal 4 Outcomes in the Strategic Plan.

The Budget Office has completed the initial implementation of Questica, a cloud-based enterprise budgeting system that will be used to advance campus budgeting and planning efforts. HSU is the first campus in the system to implement Questica, and several other campuses are beginning the implementation process as Questica recently won the system-wide budgeting system contract. Questica is being used actively by the Budget Office team for position management, posting original budgets, and budget transfers. We are working on developing a training schedule to introduce MBU analysts to Questica, with the goal of using Questica for spring budget development.

The Budget Office is also actively involved with several initiatives related to building out strategic budgeting and establishing a sustainable long-term budget, including:

- Supporting the URPC to develop a strategic asset policy and guidelines
- Leading reserve planning and policy development efforts. In the next few months, the URPC will work to finalize the Operating Fund reserve policy, which will include reserves for operations, maintenance and capital improvements. The Budget Office is also working with self-support entities on campus to establish reserve policies and to develop five-year reserve plans.
- Supporting the Office of Institutional Effectiveness with the development of an implementation plan for the integrated assessment, planning and budget process.
- Helping the President, Vice Presidents, URPC and the campus community work through the +/- 5% planning exercise to ultimately achieve a balanced budget and better position the University to advance Strategic Plan goals and achieve GI 2025 targets.

- Conducting a holistic review of our student fees to better understand trends and programmatic needs, with a focus on minimizing increases over time to maintain access and affordability for our students.
- Continuing to partner with the campus to develop consistent methodologies for reimbursements between our main operating fund and self-support entities and auxiliary organizations. Last year, we implemented a data-driven cost allocation model to reimburse the operating fund for services provided to self-supports and auxiliaries. This fall, we have worked to establish a consistent approach for how faculty costs are billed in self-support programs. Over the next year we will continue to build out the cost allocation model and will begin the process of evaluating our internal chargebacks to determine if efficiencies can be gained by changing how we charge for activities within our operating fund.

CASHIERS AND STUDENT FINANCIAL SERVICES

Student Financial Services has aligned the departmental goals with the University's Strategic Plan. We have identified Goal #1 *"Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world"* to be our primary focus.

To achieve this goal, Student Financial Services staff will provide excellent customer service and accessibility to all students. Our objective is to utilize technology to provide self-service access to critical information, deadlines and forms.

We have been successful in implementing a new process for student installment payment plans using e-forms and electronic document storage.

Quick links have been added to the myHumboldt portal that provides the student with access to payment plan information and allows them to submit the form electronically.

We experienced;

- A 30% increase in usage for the Fall 2016 semester
- Time savings in processing the forms
- Easy access to documents for all staff
- Elimination of paper forms

CONTRACTS AND PROCUREMENT

1. With the creation of a Centralized Events Coordinator, Contracts and Procurement is in alignment with Strategic Plan Objective 1.1B.1 Co-locate similar and related campus resources and 4.2B.1 Ensure the effective, efficient, and equitable use of space as a university wide resource.
2. Other Quarterly Tasks:
 - Revised recurring agreements (LSA, Psychology, Kinesiology, Social Work, etc) to be fillable protected pdfs to eliminate multiple extra processing/routing steps
 - Implementing maximum per-person Hospitality rates for meals and light refreshments
 - Changed the Hospitality form to meeting ICSUAM standards
 - Implemented use of Disbursement Log for gift certificates
 - Implementing guidelines for ProCard
 - Collecting Certifications from MPPs and Dept Chairs as required as part of the campus delegation of authority
 - Updated the Travel Expense Claim form to include the form for privately used vehicles

- Working on streamlining the Accounts Payable correction process

RISK MANAGEMENT AND SAFETY SERVICES

Sub-outcome 1.2D - The campus environment is safe and inclusive.

Presently, RM&SS is either updating or creating programs that mitigate risk. Some recent examples are; updating the alcohol approval policy, updating the food safety policy, developing, releasing and overseeing the new chemical inventory program, assisting the campus with compliance of the CSU non-smoking policy, re-establishing the campus-wide safety committee, initiating a new emergency safety app. (RAVE Guardian), updating theater prop weapon procedures, creating fume hood procedures and hosting emergency management courses on campus (CSTI and FEMA).

FACILITIES MANAGEMENT

- Climate Action Plan has been fully drafted and is nearly ready for campus feedback/discussion.
- Completed a full space audit for the primary campus (not including housing).
- Nearing completion of bar coding all doors for the primary campus (not including housing) to facilitate efficient processes for maintenance, operation, asset inventory and risk management.
- Completed AIM Phase 1 implementation. Preparing for AIM Phase 2
- Nearing completion of updated and fully audited facilities renewal and deferred maintenance reporting. We have coalesced all facility condition audit data to enable import into CSU reporting system; we have also executed contracts for third and final phase of condition audit to ensure University has a comprehensive understanding of its facility renewal needs and deferred maintenance backlog.
- We have updated numerous business processes associated with AIM as well as supporting the general campus and ensuring compliance with Collective Bargaining Agreements or regulations (i.e., campus furnishing placement, contracting out notification, work order processing and alignment between material requests and signature authority).
- Began efforts associated with develop project guidelines to include definitions, processes, prioritization and approvals.
- We have received 3,192 work orders since July 1st; of that, 2,119 have been fully processed. It should be noted that 21 were associated with an emergency status, 370 were associated with an urgent status and 144 were associated with campus event support (i.e., setup, service during the event, cleanup).
- We completed or are in a stage of closeout for the following projects:
 - § Natural History Museum Classroom; Founders Hall MBCx, Gist Hall MBCx, Science D/E MBCx, Campus Apartments Fiber Connection, NR203 GIS Lab, Redwood Sciences Lab Fiber Connection, Redwood Bowl Track Repairs, Green & Gold Room Phase 1 Improvements, Marine Lab Boiler Replacement, Classroom Furnishings Replacement, Bicycle Repair Center, Parking Lot & Roadway Paving Repairs, Parking Lot & Streetside Curb Painting
- We are in the bid or construction stages on the following projects:
 - § Siemens Hall Damper Replacement, Children's Center Improvements, SERC Building Expansion, Marine Lab Seawater Tank Replacement, University Center Exterior LED Lighting, University Center Flooring, Paint & Furnishings, Center for Teaching & Learning Phases 1 & 2.
- We are fully underway with the design effort for the following projects:

- § Phase 1/2 Fire Alarm Replacement, Phase 1/2 Building Controls System Replacement, Data Center Fire Suppression Replacement, Campus Switchgear & Transformer Replacement, Theatre Arts Seismic Renovation, Lumberjack Arena Lighting Replacement, Institutional Effectiveness Office Renovation
- We are pursuing a very large transportation grant due in the Spring which would improve south, central and north campus connections for public and alternate transportation services. The grant is anticipated to be in the \$6M+ range. We have our consultants on board and have discussed with our Parking & Transportation Committee as well as the local transportation agencies and city of Arcata.

UNIVERSITY POLICE DEPARTMENT

Members of the University Police Department were issued a number of challenges for the current calendar year. The first of these challenges was to limit time in the station and increasing visibility on campus. Individual officers have been assigned specific residence halls, student support offices and academic offices so they can get to know the individual staff, faculty and students and develop relationships with each. This will improve their commitment to community -based policing. The department has begun to take steps towards accreditation to ensure alignment with best practices. An additional challenge asked each office to consider the strategic plan each day and find ways to make incremental accomplishments towards the goals on a daily basis. Finally, officers were asked to consider a contribution to a legacy that will live on by adding to a University Police Department Scholarship Endowment started by Chief Peterson.

Student Affairs:

Submitted by Vice President Peg Blake

Report from Enrollment Management and Student Affairs

Enrollment Planning for Spring and Fall 2017. This year HSU has experienced an enrollment shortfall of about 307 FTE, primarily due to three factors: increased number of students graduating in 2015-16, slight decline in first-year retention rates, and slight decline in newly enrolled students. Addressing this requires short-term efforts related to retention and recruitment, and implementation of a new strategic enrollment plan for the long-term. It will take active participation from across the University.

Our short-term plan to improve retention includes building upon existing efforts while implementing targeted new approaches. Current programs for retention include early advising and support, orientation programs, cultural support centers, Housing activities, and many others. These will continue to be assessed, and then expanded or reduced as appropriate. For 2017, a number of new activities are planned, including: a communication campaign in November to first-year students and their parents/families, implementation of full-year registration, revision of official communications with students, streamlining of first-year curriculum for all majors, continued revision of our academic advising model, training for new faculty and staff, modification of new student orientation programs, and expansion of career-curriculum courses. We are also exploring new summer session courses for Summer 2017. In addition, if we receive anticipated one-time funding from the Chancellor's Office, we will add mentoring and additional support for new students who show a need and establish a

parent/family program to help families support their students. Efforts beyond 2017 will be tied to a new strategic enrollment plan, which is currently being developed.


Similarly, existing efforts related to recruitment of freshmen and transfer students will be assessed, with those showing the most promise expanded. For the short term, meaning Spring and Fall 2017, the goal is to achieve the targets set by the Chancellor's Office. New activities for Spring 2017 include: phone outreach to transfers and freshmen, weekly visits by Admissions Counselors to the College of the Redwoods, batch transcript processing through College of the Redwoods, and targeted outreach to other community colleges. New activities for Fall 2017 will include: enhancements to outreach programs like Fall Admissions Day and Spring Preview, letters from department chairs to newly-admitted students from selected majors with the goal of expanding to all majors in future years, phone calls about important deadlines to admitted students, increased visits to community colleges within four hours of campus, and collaboration with efforts related to the new HSI STEM grant. Efforts beyond 2017 will be tied to a new strategic enrollment plan, which is currently being developed.

ASCSU Statewide Senate:

Please see attached CSU Travel Restrictions – Assembly Bill 1887 Memo provided by ASCSU representative, Mary Ann Creadon. Please note that the link in the body of the memo only goes to a general site, and not to a list of the restricted places. Restrictions will be effective January 1, 2017.

DATE: October 18, 2016

TO: CSU Presidents
Chief Administrators and Business Officers

FROM: Steve Relyea 
Executive Vice Chancellor and
Chief Financial Officer

SUBJECT: CSU Travel Restrictions – Assembly Bill 1887

Assembly Bill 1887 approved by the Governor Jerry Brown and filed with the Secretary of State on September 27, 2016, added Section 11139.8 to the Government Code relating to discrimination. As a result of this new law, as of January 1, 2017, the CSU will be restricted from requiring employees to travel to certain states. Additionally, CSU is prohibited from approving state-funded or state-sponsored travel to those states. A current example of a state subject to these travel prohibitions is North Carolina, which in 2016 passed a law which prevents local governments from passing anti-discrimination rules to grant protections to gay and transgender people. The complete list of affected states will be maintained on the California State Attorney General's website, [State of California Department of Justice](#), and travelers and approvers are required to check the website for the current list when planning out-of-state travel.

Exceptions to the new travel prohibitions may be granted for the following purposes:

- 1) Enforcement of California law, including auditing and revenue collection.
- 2) Litigation.
- 3) To meet contractual obligations incurred before January 1, 2017.
- 4) To comply with requests by the federal government to appear before committees.
- 5) To participate in meetings or training required by a grant or required to maintain grant funding.

CSU Presidents and CABO
October 18, 2016
Page 2

- 6) To complete job-required training necessary to maintain licensure or similar standards required for holding a position, in the event that comparable training cannot be obtained in California or a different state not affected.
- 7) For the protection of public health, welfare, or safety, as determined by the CSU or other state agencies.

Travelers are required to document any exceptions on their travel authorization and/or travel expense documentation. The CSU Travel Policy has been updated to reflect this new law.

The text of the new law is shown below.

The California State University and other state agencies are prohibited from doing either of the following:

- 1) *Requiring employees to travel to any state that after June 26, 2015, has enacted a law that voids or repeals, or has the effect of voiding or repealing, existing state or local protections against discrimination on the basis of sexual orientation, gender identity, or gender expression, or has enacted a law that authorizes or requires discrimination against same-sex couples or their families or on the basis of sexual orientation, gender identity, or gender expression, including any law that creates an exemption to antidiscrimination laws in order to permit discrimination against same-sex couples or their families or on the basis of sexual orientation, gender identity, or gender expression.*
- 2) *Approving a request for state-funded or state-sponsored travel to a state that, after June 26, 2015, has taken the same actions as described in subsection 1) above.*

Should you have any questions please contact Assistant Vice Chancellor / Controller Mary Ek at mek@calstate.edu or (562) 951-4610.

SR:dt

c: Chancellor Timothy White
Fram Virjee, Executive Vice Chancellor and General Counsel
Loren Blanchard, Executive Vice Chancellor, Academic and Student Affairs
Larry Mandel, Vice Chancellor and Chief Audit Officer
Garrett Ashley, Vice Chancellor, University Relations and Advancement
Andrew Jones, Interim Vice Chancellor, Human Resources

ICC Consent Calendar forwarded from the 10/18/16 Senate Meeting

15-154

KINS 589 Optimizing Exercise Training NEW COURSE PROPOSAL

This is a proposal for a new 3-unit C-6 graduate level course. No other courses in the KINS Department currently cover the material in the course. The course can be used by Kinesiology graduate students as an "in-depth" course, of which 9 units are required for the degree. The Human Performance Laboratory possesses all the equipment needed for the course. No additional resources are required to teach the course.

15-332

ENGL 612: Reading and Writing Pedagogy II COURSE CHANGE FORM

Title change to "Theory of Rhetoric and Composition," with appropriate course description change to reflect contemporary changes in the discipline, and to better align with the learning outcomes of the new proposals for the blended and MA programs in Applied English Studies.

15-333

ENGL 615: Writing for Change COURSE CHANGE PROPOSAL

Title change to "Digital Humanities" with appropriate course description change to reflect changes in the field of English Studies, and to better align with the learning outcomes of the new proposals for the blended and MA programs in Applied English Studies.

15-334

ENGLISH Blended (BA+MA) PROGRAM CHANGE FORM

Offer advanced undergraduates the option to blend existing BA+MA Program in English to earn a BA in English and an MA in Applied English Studies.

15-335

ENGLISH MA PROGRAM CHANGE FORM

Suspend the emphasis in Composition Studies and Pedagogy as part of a restructuring of the MA in English program to a single unifying emphasis in Applied English Studies.

15-336

ENGLISH MA PROGRAM CHANGE FORM

Suspend the Literary and Cultural Studies emphasis in the English MA program as part of a transition to a single emphasis in Applied English Studies.

15-337

ENGLISH MA PROGRAM CHANGE FORM

Suspend the Peace Corps Service with TEFL Emphasis from the MA in English program, as part of a restructuring of the MA in English to a single emphasis in Applied English Studies.

15-338

ENGLISH MA PROGRAM CHANGE FORM

Suspend the Teaching English as a Second Language MA Minor from the MA in English Program. This is part of the restructuring of the MA in English to a single unifying emphasis in Applied English Studies.

15-339

ENGLISH MA PROGRAM CHANGE FORM

The MA in English retooling includes moving from three emphases to one (this one), Applied English Studies. The program changes are motivated by student demand and disciplinary trends.

16-006

ENGL 581 Practicum in Teaching Writing NEW COURSE PROPOSAL

Designed for Graduate Teaching Associates in English during their first semester teaching. Provides information, support, theoretical grounding, dialogue, and practice in writing instruction.

16-010

PHYX 109 General Physics I: Mechanics COURSE CHANGE FORM

Change the Math prerequisite (CO-requisite) from two semesters of calculus to one semester of calculus, thereby matching expectations with typical physics programs.

16-011

PHYX 110 General Physics II: Electricity & Heat COURSE CHANGE FORM

Change the prerequisite (CO-requisite) from three semesters of calculus to two semesters of calculus, thereby matching expectations with typical physics programs.

16-012

PHYX 451 Quantum Physics II COURSE CHANGE PROPOSAL

Reactivate course which was suspended in 2014 (automatically removed from the catalog because it was not offered for five or more years). With the hiring of two new tenure-line faculty, the department has the capacity to offer it again. Moreover, surveys of program graduates who attend graduate school report the lack of advance undergraduate quantum mechanics puts them at a disadvantage.

16-013

PHYX 111 General Physics III: Optics, Modern Physics COURSE CHANGE PROPOSAL

Change title to "General Physics III: Thermodynamics and Waves" to better reflect course coverage. Update prerequisites to be consistent with prerequisite changes to PHYX 109 and PHYX 110. Thus, the third semester of calculus is a co-requisite.

16-015

CHEM 361 Physical Chemistry I COURSE CHANGE PROPOSAL

Update course prerequisites appropriate for an advanced course taken by chemistry majors. Reduce Physics prerequisite from PHYX 111 to Physics 110, and include a chemistry prerequisite, CHEM 341 (C).

16-016

CHEM 362 Physical Chemistry II COURSE CHANGE PROPOSAL

Instituting a prerequisite to reflect faculty advice, student success patterns, and the CHEM major degree MAP: CHEM 321 Organic Chemistry.

16-017

BA 332 Intermediate Business Statistics COURSE CHANGE PROPOSAL

Remove BA 120 Business Essentials from the course prerequisites to facilitate transfer student enrollment.

16-018

BA 360 Principles of Finance COURSE CHANGE PROPOSAL

Remove BA 120 Business Essentials from the course prerequisites to facilitate transfer student enrollment.

16-019

BA 472 Change Management COURSE CHANGE PROPOSAL

Remove BA 120 Business Essentials from the course prerequisites to facilitate transfer student enrollment.

16-020

BA 250 Financial Accounting COURSE PROPOSAL CHANGE

Remove BA 120 Business Essentials from the course prerequisites to facilitate transfer student enrollment.

16-027

Environmental Science COURSE CHANGE PROPOSAL

Adding a course (GEOG/ENVS 301) to a list of restricted electives for the Ecological Restoration emphasis.

ICC Consent Calendar for 11/1/16 Senate

15-326

ENGL 205 Beginning Creative Writing COURSE CHANGE PROPOSAL

Change course number to ENGL 211 because students were confused and thought that ENGL 205 was a GEAR course, revise course description to better reflect course content.

15-363

GEOL 490 Senior Thesis COURSE CHANGE FORM

What used to be the first stage of the Senior Thesis is now renamed as Geology Research Methods and renamed to GEOL 482, with appropriate changes to the course description and classification from S-1 to C-05.

15-364

GEOL 470 Volcanology NEW COURSE PROPOSAL

The course is proposed as part of an updated set of restricted electives for the Geology BS program that are rooted in faculty expertise. The course is projected to be offered alternating fall semesters.

15-365

GEOL 435 Geology Field Methods III COURSE CHANGE PROPOSAL

Change title to Geologic Field Methods II, and add one unit of C-2 to the existing one unit of C-16. This change is part of three separate proposals to re-align the field methods courses in the Geology BS. The current configuration is three 1-unit field courses (C-16). The proposed configuration is two 2-unit courses (1 unit C-2 and 1 unit C-16).

15-366

GEOL 210 Earth Systems History NEW COURSE PROPOSAL

A current deficiency in the Geology BS program was a full treatment of the geologic evolution of the planet. Transfer students will now receive credit toward their degree with the inclusion of this standard lower division offering from their community college programs.

15-367

GEOL 235 Geology Field Methods I COURSE CHANGE FORM

Delete course. Part of the re-configuration of field courses from three 1-unit courses to two 2-unit courses.

15-368

GEOL 335 Geology Field Methods II COURSE CHANGE FORM

Rename to Geologic Field Methods I and add a unit of C-2 to the existing unit of C-16. This change is part of three separate proposals to re-align the field methods courses in the Geology BS. The current configuration is three 1-unit field courses (C-16). The proposed configuration is two 2-unit courses (1 unit C-2 and 1 unit C-16).

15-369

GEOL 314 Optical Mineralogy-Petrography COURSE CHANGE FORM

Change title, Petrology, and course description to more accurately reflect the desired student learning outcomes for the course. (The current title specifies a singular technique, which limits student exposure to geochemical analytical techniques and interpretation of geochemical data sets.)

15-371

GEOLOGY BA/BS PROGRAM CHANGE FORM

The Geology Degree currently has two options, a BA and a BS, differentiated by only a 4-unit senior thesis. The proposal is for a single option (BS). The changes move the existing degree options to within 120 units, and removes the requirement that all students complete a senior thesis. Students will still have the option of completing a senior thesis.

15-373

Geology BA-Geoscience Option. PROGRAM CHANGE FORM

Reduce units and restructure from 123 units to 119 units. The revised program will have shared Geology Core so that degree holders can apply to become a registered geologist, greatly enhancing their career options. The revised program will also require a 12-unit advisor-approved program of relevant coursework to enhance readiness for employment in the profession.

16-009

ENGL 101 Critical Writing COURSE CHANGE FORM

Change the number from 101 to 107 as a signal to students that they must take the prerequisite courses first (ENGL 102/103 or ENGL 104) before enrolling in this course.

16-014

PHYX 324 Analytical Mechanics COURSE CHANGE FORM

Slight update to the course prerequisites to allow students to take MATH 315 Advanced Calculus instead of MATH 311 Vector Calculus. (Math 311 is the first half of MATH 315).

16-021

MBA 620 Accounting for the Triple Bottom Line COURSE CHANGE FORM

Title change to Accounting for Corporate Social Responsibility to correctly reflect the emphasis given to the topic in the course.

16-048

FREN 370 French Weekend Retreat COURSE PROPOSAL CHANGE

Grade change to Mandatory Credit/No Credit.

16-051

CHIN 390 Chinese Cultural Heritage Seminar COURSE CHANGE FORM

Suspend the course. The course has not been offered since Fall of 2009. Student pursuing the minor in Chinese Studies Minor may substitute ANTH 390 for one of their restricted electives, provided the topic of the semester includes China.

16-057

NAS 680 Graduate Seminar COURSE CHANGE FORM

Suspend course. The course has not run since Fall of 2010. The department does not offer a graduate degree.

16-066

MUS 106H Symphonic Band COURSE CHANGE FORM

Name change to "Wind Ensemble," to more closely reflect the nature of the ensemble.

16-067

MUS 406H Symphonic Band COURSE CHANGE FORM

Name change to "Wind Ensemble," to more closely reflect the nature of the ensemble.

16-086

GEOL 491 Senior Thesis COURSE CHANGE FORM

Suspend course as part of the revision of the senior thesis courses, and also to comply with university guidelines which designate course number 491 for comprehensive examination.

16-087

GEOL 492 Senior Thesis COURSE CHANGE FORM

Change title to "Senior Thesis Project"

This change is reflective of the reorganization of the proposed option (rather than a requirement) in the Geology BS degree program.

16-091

GEOL 486 Geology Research Methods NEW COURSE PROPOSAL

This course will be required by both options (BS and BA-Geosciences) and taught as a C-05 seminar course. Students who earn an A- or A in the course will be eligible to continue on to an optional senior thesis.

16-023

ENGR 351: Water Quality and Environmental Health COURSE CHANGE FORM

Change course title to Introduction to Water Quality, revise course description (to remove mention of Environmental Health). As part of a previous restructuring of the ERE, the program combined the content of 2 courses on water quality and wastewater treatment into one course (ENGR 351). They are now finding that students need more time to master these important topics, so they will be moving some of the wastewater treatment/environmental health material to ENGR 410 (and reducing the amount of time spent in that class on other topics).

16-025

ENGR 410: Environmental Impact Assessment COURSE CHANGE FORM

Change course title to Environmental Health and Impact Assessment, revise course description (to add topics related to Environmental Health). As part of a previous restructuring of the ERE, the program combined the content of 2 courses on water quality and wastewater treatment

into one course (ENGR 351). They are now finding that students need more time to master these important topics, so they will be moving some of the wastewater treatment/environmental health material to ENGR 410 (which means the class will now spend more time on risk assessment, life-cycle principles, and less on environmental impact assessments). These changes are in line with recommendations from their accrediting body.

16-058

FISH 434 Biology of Pacific Salmon COURSE CHANGE FORM

Change title to "Ecology of Freshwater Fish," and the course description accordingly, to encompass a broader focus on local species (including the Pacific Salmon) and to reflect the ecological topics that have been in the course since the outset.

16-059

FISH 435 Biology of Marine Fishes COURSE CHANGE FORM

Change title to "Ecology of Marine Fish," to reflect the ecological topics that have been in the course since the outset.

16-060

MATH 700 Professional Development in Math COURSE CHANGE FORM

Change grade mode from Optional to Mandatory Credit/No credit. A grade of "credit" is sufficient to signal sufficient engagement in the professional development activity.

16-061

MATH 381 Tutorial/Mathematical Proofs COURSE CHANGE FORM

Change grade mode from Optional to Mandatory Credit/No credit. A grade of "credit" is sufficient to signal sufficient engagement in the process of writing mathematical proofs. Evidence of proof quality is measured in other graded courses of the major.

16-063

MATH 485 Seminar in Mathematics COURSE CHANGE FORM

Change grading from Optional to Mandatory Credit/No credit. Credit is awarded for participation in the seminar. Qualities of the participation are not further assessed.

16-073

KINS 379 Exercise Physiology COURSE CHANGE FORM

Change mode of lab component from C-8 to C-13 to reflect the technical nature of activity and the associated learning outcomes.

16-074

KINS 386 Structural Kinesiology COURSE CHANGE FORM

Change mode of lab component from C-8 to C-13 to reflect the technical nature of activity and the associated learning outcomes.

16-078

NAS 327 Native Tribes of North American Regions COURSE CHANGE FORM

Suspend the course, which is no longer required in the NAS program, and was last taught during Spring of 2016.

16-082

GERM 306 Sex, Class & Culture: Gender and Ethnic Issues in International Short Stories COURSE CHANGE FORM

Restrict enrollment to students with Junior or Senior standing to ensure academic maturity and relieve enrollment pressure.

16-083

FREN 306 Sex, Class & Culture: Gender and Ethnic Issues in International Short Stories COURSE CHANGE FORM

Restrict enrollment to students with Junior or Senior standing to ensure academic maturity and relieve enrollment pressure.

16-084

WS 306 Sex, Class & Culture: Gender and Ethnic Issues in International Short Stories COURSE CHANGE FORM

Restrict enrollment to students with Junior or Senior standing to ensure academic maturity and relieve enrollment pressure.

16-085

SPAN 306 Sex, Class & Culture: Gender and Ethnic Issues in International Short Stories COURSE CHANGE FORM

Restrict enrollment to students with Junior or Senior standing to ensure academic maturity and relieve enrollment pressure.

16-087

GEOL 492 Senior Thesis COURSE CHANGE FORM

Change title to "Senior Thesis Project"

This change is reflective of the reorganization of the proposed option (rather than a requirement) in the Geology BS degree program.

16-089

Institutional Research Graduate Certificate PROGRAM CHANGE FORM

Proposal to suspend the program. The office of Institutional Effectiveness and the Psychology Department agree that the program does not meet a critical educational need for graduate students. The remaining interested graduate students will complete the certificate program in Spring of 2017.

**Action taken by Senate since passing Resolution 03-16/17-EX
Sense of the Senate Resolution on Racialized Violence October 4th**

The Senate meeting of October 18th was largely focused on statements by students, faculty and staff regarding their experiences of racism and micro-aggressions, both on campus and in the local community. The Open Forum time certain was extended to allow for this important discussion to take place. A similar conversation occurred during the Strategic Plan/WASC/Grad 2025 Town Hall on October 27th. In response to both of these events, the Senate Chair and AS President met to discuss arranging a public event focused exclusively on how the campus can be actively involved in combatting instances of racism in our community. We will work to hold such an event before the semester ends.

The Senate Chair met with the President (October 21st) and Provost (November 1st) to discuss these issues and consider future actions. The Chair has also reached out to other stakeholders across campus (CAAE, ODI, etc.) to discuss how we can work collaboratively together to improve campus climate. Issues discussed have included the need for regular updates on the ODI Director search and concerns about administrative presence at campus events. The Chair will continue such meetings in order to further determine how Senate can support efforts across campus.

The AS Senate Representatives have drafted the **Resolution to Amend the Constitution of the University Senate to Include the Director of the Office of Diversity and Inclusion as an Ex-Officio Member of the Senate** (08-16/17-Sadeghzadeh/Platt – November 1, 2016 – First Reading).

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend Section 9.0 of the *Constitution of the University Senate* to Specify Time Limits for Electorates to Ratify Senate Constitution Amendments

05-16/17-CBC - November 1, 2016 – First Reading

RESOLVED: That the University Senate recommends these amendments to Section 9.0 of the *Constitution of the University Senate* be forwarded to the Senate electorates for ratification.

Proposed Revision with Track Changes

9.0 Amendments

9.1 ~~Proposed~~ amendments to this Constitution shall be ~~recommended~~ initiated by a majority vote of the Senate after having been presented at ~~the~~ the previous regular meeting. Proposed amendments must be recommended by the end of the 11th week of instruction during the semester in which they are to be ratified. ~~Senate approved proposals to amend this Constitution shall then be forwarded to the General Faculty, Associated Students, and Staff Council for a vote. Proposed amendments shall be adopted if approved by a simple majority in a vote of the general faculty and approval by either Associated Students Council or Staff Council.~~

9.2 ~~Senate approved~~ recommended proposals ~~to amend this Constitution~~ shall then be forwarded to the General Faculty, Associated Students, and Staff Council for a ratification vote. Associated Students and Staff Council must receive the proposed amendments in time to have two regularly scheduled meetings left in the semester to deliberate.

9.3 ~~Proposed amendments shall be adopted if approved by a simple majority in a vote of the General Faculty and approval by either Associated Students Council or Staff Council. If any electorate does not vote on the proposed amendments by the end of the semester, that electorate will be considered to have abstained from the vote.~~

RATIONALE: *Proposed amendments to the Senate Constitution require majority approval by the General Faculty and approval by either AS or Staff Council. Last spring the Constitution and Bylaws Committee interpreted Section 9.0 of the Senate Constitution to mean that all three electorates must first hold a vote on proposed amendments before they could be considered ratified. This interpretation was upheld by the Senate. This interpretation allows for a loophole whereby AS or Staff Council could delay a vote on proposed amendments and prevent passage even if the General Faculty and the other electorate had already voted to ratify. These proposed changes will prevent that type of dilatory action. They require electorates to vote on proposed*

amendments by the end of the semester or they will be considered to have abstained. They also provide ample time for AS and Staff Council to deliberate proposed amendments so that these electorates are not forced into a rushed decision.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Adopting a University Policy on Policies, Procedures, and Guidelines

06-16/17-UPC - November 1, 2016 – First Reading

RESOLVED: That the University Senate recommend to the University President that the attached University Policy on Policies, Procedures, and Guidelines be approved.

RATIONALE: *Since transitioning from an Academic Senate to a University Senate, this body has ostensibly expanded its charge to considering all policy at the university, yet there has been no widely shared understanding of the process for review and recommendation of such policies. Moreover, the University has no shared definition of the distinctions between policy, procedures, and guidelines. Finally, the University has no up-to-date and consistent system by which policies are assigned to a responsible office, maintained, evaluated for currency, and readily accessible to the entire University community. This proposed University Policy aims to address these issues.*

Humboldt State University Policy on Policies, Procedures, and Guidelines
Policy #
Responsible Office: Office of the President

Applies to: all members of the University community

Purpose

This policy is intended to ensure that Humboldt State University shall issue and maintain University policies, procedures, and guidelines using a consistent process and format. It provides continuity and guidance to the University community regarding the process for making and communicating University policies, procedures, and guidelines.

This policy is guided by the following principles:

- The University Senate is the body that recommends policy for the campus.
- The President has final authority to review and approve recommended policies.
- There are clear distinctions among policies, procedures, and guidelines.
- The process for formulating and adopting new policy shall be clearly defined, understandable, transparent, and easy to navigate.
- Stakeholder input and feedback shall be broadly sought and considered.

Definitions

Policy: Policies are principles put in place to govern university actions, activities, and functions. Policies state what is done and under what authority.

California State University Policy

In general, the Trustees of the California State University are the ultimate policy making body of the University. University policy is subordinate to California State University policies, executive orders, and memoranda.

Humboldt State University Policy

A Humboldt State University policy provides specific principles for University operations, administration, or programs. Policies are applicable university-wide and are typically developed through the University Senate and enacted by the President.

University policies must not conflict with Federal and State laws, rules, and regulations and California State University policies, executive orders and memoranda.

New Policy: For the purposes of this document, the process for adopting ‘new policy’ should be read to apply to all policy change, including revisions to, or decommissioning of, existing policies.

Procedures: Procedures specify operational and management mechanisms, tasks or steps required for a program, department or division to implement a policy. Procedures can provide general guidelines or step-by-step instructions regarding policy requirements. Not all policies contain procedures. Procedures are developed and approved at the University division level. Procedures must remain consistent with University policy as well as Federal and State laws, rules, and regulations and California State University policy and executive orders and memoranda.

Procedures must be specific to the University policy they interpret, be cross-indexed with the relevant policy, and posted on the University policy web site.

Guidelines: Guidelines advise how a policy shall be implemented. A department or other administrative unit may issue guidelines for a University policy or procedure. Guidelines are operational in nature, must specify the University policy they interpret, be cross indexed with the relevant University policy and posted on the University policy website.

Responsible Office: Humboldt State University office that is responsible for maintaining a policy. The office administrator has responsibility to ensure campus adherence to the policy and to create and maintain procedures and guidelines to support the policy as necessary. The office shall periodically review existing policies for which it is responsible and offer recommendations for revision or decommissioning.

Policy Details

I. Criteria to Determine if a Humboldt State University Policy Is Needed

Issues that rise to the level that should be addressed via a Humboldt State University policy share a number of characteristics that include and are not limited to ones that:

- Support the University's mission, vision, and values
- Apply broadly across the institution
- Endure across time and administrations; change infrequently and set the course for the foreseeable future
- Establish the University's position
- Support equity and integrity in practices across the institution
- Promote quality and operational efficiency, reduce bureaucracy, and provide guidance for managing the institution
- Ensure compliance with applicable laws and regulations and are not inconsistent with Federal or State law or California State University policies
- Manage institutional risk

II. The University Policy Operating Procedure

Proposing a new University policy

Any University student, faculty or staff member may propose a new policy to the University Senate, which shall consider it in accordance with the body's constitution and bylaws.

In most circumstances, if the policy proposal does not originate in a standing Senate committee, it is referred to such a committee by the Senate Executive Committee for review and recommendation. The standing Senate committee solicits and/or reviews feedback from stakeholder groups as appropriate to the subject matter and make a recommendation to the University Senate. It is the responsibility of Senate to make policy recommendations to the President. The President has the sole authority to approve all new policies and refer them to the responsible office for implementation. If the President does not approve a Senate-recommended policy, the reason shall be communicated to the Senate.

Consistent with the principle of stakeholder input, it is considered a “best practice” for policy proponents to consult closely with the administrator in the office that would be responsible for the policy and with the division Vice President, prior to Senate consideration.

Implementing a New University Policy

A new policy should identify a responsible office. If a responsible office is not identified, the President’s Office shall assign one. The Office of the President shall inform the responsible office when the policy is approved. The responsible office shall develop an implementation and communication plan for the policy. The Office of the President indexes the new policy, along with any associated procedures and guidelines, and publishes it on the University policy website. The Office of the President shall maintain this policy website as well as an archive of obsolete or superseded policies from the website.

In coordination with the Office of the President, the responsible office communicates the policy to the university community and provides training and information about requirements as necessary. Responsible offices receive feedback on policies and ensure that policies are reviewed as needed but at least every five years.

Establishing a University Policy on an Interim Basis

On occasion, circumstances require the urgent adoption of a policy, such as one mandated by an audit or external agency requirement. In such cases, the timeframe may not allow for complete Senate review. In this circumstance, the President, in consultation with the Senate Executive Committee and University subject matter experts, may approve a University Policy on an interim basis. The President or the Senate Chair shall inform the University Senate as soon as feasible when such a policy is adopted. Interim policies shall be enacted for six-months, but may be renewed in six-month increments if the Senate is unable to complete its review of the policy in this timeframe. A University policy may not be maintained on an interim basis for longer than 18 months in total duration.

Revising or Decommissioning a University Policy

Responsible offices are charged with periodically reviewing policies that they maintain. They may propose to their Vice President or the President that a policy be revised or decommissioned when it is no longer needed or is more effectively combined with another policy. Other University students, faculty, or staff may also propose revising or decommissioning a policy. In all cases, these proposals shall be considered by the Senate and the President in the same manner as a new policy proposal.

The Office of the President moves a decommissioned policy from the current policies section of the University Policy website to the archive section. The Office of the President, in coordination with the responsible office, communicates the change in status to the university community.

Humboldt State Auxiliary Organization Policies and Procedures

Each Humboldt State University auxiliary organization (e.g., Humboldt State University Advancement Foundation, Humboldt State University Sponsored Programs Foundation, Humboldt State University Center, and Humboldt State University Associated Students)

may create its own policies and procedures. Auxiliary organization policies and procedures must not conflict with University Policies as well as Federal and State laws, rules, and regulations and California State University policies and executive orders and memoranda.

[Policy Name]
[Policy Number]
[Responsible Office Name]

Applies to: (*Examples follow*) [Faculty, staff, student employees, students, vendors, visitors, and volunteers, etc.]

Issued: MM/DD/YYYY
Revised: MM/DD/YYYY
Edited: MM/DD/YYYY
Reviewed: MM/DD/YYYY

[Short general descriptive paragraph.]

Purpose of the Policy (*required; include regulatory or legislative references*)

[Short general descriptive paragraph.]

Table of Contents (*optional; suggested for longer documents*)

Definitions (*optional; suggested for terms that have specialized meaning in the policy; terms should be formatted in **bold** the first time they appear in the document*)

Policy Details (*optional*)

- I. Example level one
 - A. Example level two
 - 1. Example level three
 - a. Example level four
 - i. Example level five

History (*required*)

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

Issued: MM/DD/YYYY
Revised: MM/DD/YYYY
Edited: MM/DD/YYYY
Reviewed: MM/DD/YYYY

HUMBOLDT STATE UNIVERSITY
University Senate

Sense of the Senate
Resolution on Intellectual Property

04-16/17-EX – November 1, 2016

WHEREAS: In May of 2016, the University Senate passed the Resolution on University Intellectual Property Policy (24-15/16-FAC), which was intended to replace the P09-03: University Intellectual Property Policy, approved by the Academic Senate in April 2009; and

WHEREAS: President Rossbacher did not approve 24-15/16-FAC – noting that she had been directed by the Chancellor’s Office that “all campuses have been asked to refrain from revising or enacting new policies regarding intellectual property while a system-wide policy on this topic is developed. The system-wide policy has been drafted and is undergoing the standard review process.” (13 September 2016 memo addressed to Chair Alderson and Provost Enyedi); and

WHEREAS: The University Senate subsequently passed Sense of the Senate Resolution 02-16/17-Abell/Thobaben, Resolution Demanding President Rossbacher Approve the University Senate Recommended Intellectual Property Policy for HSU; and

WHEREAS: Much subsequent activity has occurred in an effort to resolve HSU’s IP issue, including: the Senate Executive Committee’s charge to Faculty Affairs to determine a way to move forward on campus, with plans for President Rossbacher to attend the committee’s October 12th meeting to discuss; conversation at the September ASCSU meeting, including the forwarding of HSU’s 2009 and proposed 2016 policies directly to the Chancellor, via HSU’s ASCSU representatives Mary Ann Creadon and Erick Eschker; and conversation via the CSU Senate Chair’s listserv regarding IP conditions on campuses across the system, with the issue to be discussed and a likely resolution brought forward from the body at the group’s October 20th meeting in Long Beach; be it

RESOLVED: That the University Senate of Humboldt State University strongly supports the resolution of this issue as quickly as possible, thereby protecting Intellectual Property rights on campus; and be it further

RESOLVED: That the Senate recommends that HSU faculty, staff, and students prepare written agreements with their department chair, Dean, and Provost for any and all work or contracts that involve the potential transfer of intellectual property rights; and be it further

RESOLVED: That the University Senate will hold accountable administrators at both the local and system-wide level for the resolution of this issue in an effort to protect these rights.

RATIONALE: The protection of Intellectual Property rights is of central concern to the HSU community. As per both the 2009 and proposed 2016 Intellectual Property Policies, such protections support academic freedom, as well as our desire for equity and fair play, mutual trust and goodwill on campus. Confusion around the current state of IP is unsustainable. We must resolve concerns around this issue immediately.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution to Amend the *Constitution of the University Senate* to Include the Director of the Office of Diversity and Inclusion as an Ex-Officio Member of the Senate

08-16/17-Sadeghzadeh/Platt – November 1, 2016 – First Reading

RESOLVED: That the University Senate recommends this amendment to Section 4.3 of the *Constitution of the University Senate* be forwarded to the Senate electorates for ratification.

Proposed Revision with Track Changes

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 (One-year term)

President, HSU Chapter, California Faculty Association

Delegate, HSU Labor Council

President, Associated Students

Director, Office of Diversity and Inclusion.

RATIONALE: *The University Senate has committed itself to “collaborate with ODI and others to develop clear institutional mechanisms for internal accountability” as stated in the Sense of the Senate Resolution on Racialized Violence (03-16/17-EX) which was approved October 4, 2016. Providing Ex-Officio Senate membership to the Director of ODI is a necessary first step in meeting that commitment and will increase representation of the diverse student population on campus. This also aligns with the University’s Strategic Goal #2 of the 2015-2020 Strategic Plan.*

**Humboldt State University
Institutional Biosafety Committee**

Charge

The Institutional Biosafety Committee (IBC) functions as the HSU review body responsible for approval and oversight of activities involving the use, storage and handling of biohazardous materials (defined below), in accordance with the *NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules* (NIH Guidelines), *Medical Waste Management Act*, and the *CDC Biosafety in Microbiological and Biomedical Laboratories* (BMBL) document. The IBC may choose to implement additional guidelines based on risk assessments.

IBC members and the committee chair are appointed by the Provost, in consultation with the Dean of CNRS (College of Natural Resources and Sciences) and the VP of Administrative Affairs. Members of the Committee include the Environmental Health & Safety (EH&S) Coordinator, who is also the campus Biosafety Officer (BSO), community members and other appropriate faculty and staff. The BSO will work with faculty and support staff to perform laboratory inspections and other activities in association with the IBC - both reporting to and acting as directed by the Committee. The Committee may provide recommendations to the appropriate Chair and CNRS Dean regarding issues of non-compliance and request additional training requirements for faculty researchers found to be non-compliant.

The Committee advises both the Director of Risk Management and Safety Services (RM&SS, who oversees EH&S) regarding campus biosafety issues and policy and the Dean of CNRS who will report out to the appropriate Department Chair and Provost as necessary. Coordination with RM&SS through the Committee supports the operation of the HSU Biosafety Program, which is a responsibility of EH&S and provides guidance and oversight to students and staff to assure the health and safety of all personnel working with biohazardous materials.

The Committee will strive to engage the HSU research community with the IBC and aim for fresh and diverse perspectives in membership.

All use of biohazardous materials in research and teaching must be reviewed and approved or disapproved by the Committee, the IBC Chair or by the BSO operating within guidelines established by the Committee and in conjunction with policy. The IBC is responsible for formulating, implementing and enforcing policies and procedures involving biohazardous materials, such that applicable norms and regulations for biohazardous materials and/or recombinant DNA are met or exceeded.

Biohazardous Materials Overseen by the IBC:

- Recombinant/synthetic nucleic acid molecules and genetically-modified organisms, as covered by the NIH Guidelines
- Potentially infectious organisms (typically Risk Group 2 or greater organisms) such as viruses, bacteria, fungi, Rickettsiae or prions that can cause disease in humans or cause significant environmental or agricultural impact
- Select agents and select toxins, as covered by the CDC DSAT regulations
- Human and nonhuman primate materials (including established cell lines), as covered by the Cal/OSHA Bloodborne Pathogen Standard
- At its discretion or IACUC request, the IBC may also review protocols involving animals or animal specimens known to be reservoirs/vectors of zoonotic diseases
- Dual Use Research of Concern

Biological organisms or material not known to infect or cause disease in other organisms, are not known to vector diseases, and are without potential environmental impact, do not require review or approval by the IBC.

All research activities involving materials of oversight (as defined above) regardless of review level is subject to a pre-review by EH&S prior to beginning work. The pre-review includes a lab inspection, completion of relevant training and review of the Biological Use Authorization (BUA) and any supplemental documents (e.g., lab specific standard operating procedures).

Meeting Procedures and Membership:

The IBC meets at least once per semester – usually in September and February, once per summer session in June, unless there are no pending BUA's and as needed, but no more than once per month. Fifty percent of the voting membership is necessary to establish a meeting quorum. The membership will consist of at least five individuals: two community members who are not affiliated with HSU, an appropriate recombinant or synthetic NA expert, a plant and/or animal expert, and the Biosafety Officer. Laboratory technical staff is recommended, as well as a member who has general knowledge of biological safety and physical containment. Members with additional expertise will be added, or will be consulted, depending on research focus. All voting members will be registered with the NIH pursuant to the NIH Guidelines. Information provided in the registration will include:

1. Name, Department and Professional Title
2. Business Contact Information
3. Curriculum Vitae or Resume
4. Role of Committee Member, as applicable

In order for a new protocol submission to be placed on the agenda for an IBC meeting, the PI must submit a BUA application and allow 2 weeks for review before a meeting will be scheduled in order to adequately address any issues raised during the pre-review. If any major issues or key documents are still pending after the 2 week pre-review the meeting will not be scheduled until resolution of those deficiencies. PIs are encouraged to submit renewal BUAs at least two months before the BUA expiration date to allow sufficient time for the pre-review and to address any issues. Each BUA (BSL2 & BSL3) will be assigned a primary and a secondary reviewer based on expertise.

Work involving BSL1 containment may be approved *en masse* at a biannually convened IBC meeting pending a positive delegated review. A delegated review is done by the BSO and may involve other members of the IBC, staff or faculty if needed. BSL-1 work may also be approved by the BSO without convening in instances where Biosafety level has clearly been applied appropriately.

Some exempt work involving recombinant or synthetic nucleic acid molecules under Section III-F of the NIH Guidelines may require IBC review as federal and state standards of biosafety may still apply to the research and review may be needed to ensure this exemption is being applied appropriately. The BSO will determine whether to call the committee for this review or to apply the exemption based on available information.

Work that does not require IBC review may include: non-recombinant plant pathogens, non-primate mammalian cell lines, and RG-1 materials not covered under NIH Guidelines.

Some of the most common IBC voting outcomes are:

Approved

Approved following satisfactory modifications or additional information

Subcommittee review

Tabled / Not Approved
Exempt

Responsibilities:

BSO delegate

The BSO will be responsible for reviewing the BUA, conducting laboratory inspections, advising the IBC on which section of NIH Guidelines apply, conducting risk assessments, delegated review of BSL1 applications, and exempt determinations and assigning appropriate IBC members for BUA pre-review as necessary.

IBC Members

IBC members must attend all of the bi-annual meetings (unless they have been recused) or they will be asked to step down from the Committee. The members shall serve a term of up to 3 years, which may be renewed. Membership terms shall be staggered whenever possible to eliminate en masse turnover. Members are responsible for reviewing and presenting at the IBC meeting BUAs for which they are assigned, notifying chair when a review cannot be completed, and maintaining the confidentiality of Committee discussions and decisions.

IBC members shall be recused from discussion, except to provide information requested by the IBC, and voting on any protocol for which there may be connection or personal interest beyond their capacity as IBC members. This includes any project with which IBC members may be engaged or have a direct financial interest.

IBC Chair

The Chair calls the meeting to order, requests motions and seconds, closes the meeting once it has concluded its business, and otherwise has the same rights, privileges and responsibilities as all other members. The Chair may also assign a subcommittee to review an issue prior to committee meeting or request the subcommittee to review the responses of PIs after the meeting.

PIs/HSU Faculty member

Principal Investigators (PIs) are ultimately responsible for ensuring that all lab workers are trained regarding the hazards of infectious materials and R/DNA work and safe practices to be followed. PIs should select the appropriate microbiological practices and lab techniques to be used for research. PIs must also:

- Provide instruction or training materials to lab staff to ensure safety and deal with potential accidents.
- Supervise lab staff to ensure that the required safety practices and techniques are employed.
- Correct work errors and conditions that may result in the release of recombinant or synthetic nucleic acid materials.
- Adhere to IBC-approved emergency plans for handling accidental spills and personnel contamination.
- Determine the relevant section of NIH guidelines, assign a biosafety level to their work and submit a BUA to IBC for review and approval.
- Maintain a copy of the approved BUA in the lab and ensure all lab staff have reviewed the BUA.
- Submit BUA amendments to the IBC to address any new materials, or substantially new work with previously approved materials.
- Report any significant problems pertaining to the operation and implementation or containment practices and procedures, violations of the NIH Guidelines, or any significant research-related accidents and illnesses to the BSO.

For PIs who are new to HSU or those who are proposing novel or unique biosafety issues, the IBC encourages attendance at meetings to present their research and answer questions.

IBC Administrator

IBC administrator is responsible for documenting IBC decisions and following NIH standards for taking minutes. The administrator is responsible for preparing the meeting materials and coordinating with the BSO delegate before the start of a meeting. She or he must ensure that IBC decisions are communicated to PIs in a timely manner.

Training & Education

Each member will be required to complete the IBC training. IBC training will define IBC's roles, responsibilities and requirements. Completion and proof of training will be required prior to their first meeting. EH&S will provide continuous training opportunities for IBC members on an as-needed basis. The biosafety manual is available for review via the EH&S website.

Responding to Public Comments and Records Requests

The IBC shall refer to or coordinate with the HSU information request through Admin affairs and legal counsel for any public comments that are made on the IBC's actions/ activities or public requests for IBC minutes or documents. The NIH Guidelines require that IBC minutes and documents be made available to the public upon request (Section IV-B-2-a-7). The IBC will be notified of all such comments and requests.

For public comments, the comments and the IBC's response will be sent to the NIH Office of Biotechnology Activities. Principal Investigators identified in the minutes will be notified that a public request has been made and will be offered copies of the redacted minutes. All such requests will be handled expeditiously.

Redaction of IBC minutes:

The NIH Office of Biotechnology Activities has issued two documents pertaining to minutes (IBC Meetings and Minutes FAQs/April 2013 and the Nov 21, 2014 Memo).

When processing such requests, IBC shall comply with the NIH Guidelines and pertinent supplementary guidance. In reviewing all requests for IBC minutes or other documents, the University reserves the right to redact information from IBC minutes or other IBC documents that will be made available to the public due to privacy, security or proprietary concerns. In order to ensure redaction is performed consistently, the following procedure is adopted.

Information that will not be redacted includes:

- Committee roster and biographical sketches of members
- Names of principal investigators
- Vectors, inserts, hosts, animal species employed
- Details of any significant problems with, or violations of, the NIH Guidelines
- Any significant recombinant DNA-related accidents and illnesses

Information that will be redacted includes, but is not limited to:

- Private information (names of research staff other than Principal Investigators, addresses, telephone numbers, e-mail addresses)
- Proprietary information, information that could affect the conduct or outcome of research or ability to patent or copyright the research, trade secrets, and proprietary information received from sponsors of clinical gene transfer studies
- Location of biohazardous agents/toxins or research animals, and any information that might compromise University, local, or national security.
- The IBC is also kept abreast of activities that are non-recombinant DNA-related and not subject to the public access provisions of the NIH Guidelines. This includes training initiatives, conference reports, facilities and engineering, risk and exposure assessments, medical surveillance program and regulatory compliance such as the Cal/OSHA blood-borne pathogen standard, select agent program, and non-recombinant DNA-related accident reports. Such information will also be redacted.

Incident Reporting Requirements and Non-Compliance

Incidents that may result in exposure to infectious materials must be immediately evaluated and treated according to procedures described in the biosafety manual. Significant illnesses and accidents occurring during the conduct of research with recombinant or synthetic nucleic acid molecules, as well as violations of the NIH Guidelines, such as failure to obtain IBC approval or failure to follow IBC approval conditions, must be reported to NIH within 30 calendar days. Incidents occurring under BSL2 or BSL3 conditions that result in an overt exposure to organisms containing recombinant or synthetic nucleic acid molecules must be reported to NIH and IBC immediately.

Principal Investigators must report reportable incidents to the BSO immediately, and the BSO will contact the IBC chair who will determine who shall generate and send the report to NIH within the required timeline.

Violations, such as lapse in IBC approval, failure to obtain IBC approval, or performing work not covered in an approved BUA will require the PI to stop the work subject to IBC oversight. The Director of Risk Management and Safety Services will notify the PI, departmental heads (chair and/or dean) and the VP for Administrative Affairs that the work does not have IBC approval and cannot be conducted until approval is obtained. For PIs who fail to submit a renewal BUA in a timely manner, they will be notified to cease the work prior to the BUA expiration date and the BSO will coordinate with the PI on the corrective actions required to obtain IBC approval.

Materials not within the IBC purview by regulation, that HSU may add to IBC oversight:
Plant infectious agents or other infectious agents with potential environmental impact
Exotic arthropods
Exotic microorganisms
BSL-1 microorganisms
Biological material requiring an APHIS, CDFA, EPA or other governmental permit
Unclassified viruses or bacteria

References:

1. *CDC/NIH Biosafety in Microbiological and Biomedical Laboratories (BMBL) 5th Edition*, 2009 Dec; [cited 2016]. Available from: <http://www.cdc.gov/biosafety/publications/bmbl5/>
2. California Occupational Safety and Health Administration Bloodborne Pathogen Standard California Code of Regulation, Title 8 §5193 <https://www.dir.ca.gov/title8/5193.html>
3. Medical Waste Management Act, September 2015, September 2015 [cited 2016]. Available from: <https://www.cdph.ca.gov/certlic/medicalwaste/Documents/MedicalWaste/2013/MWMAfinal2015.pdf>
4. *National Institutes of Health (NIH) guidelines for research involving recombinant or synthetic nucleic acid molecules*. 2016 April; [cited 2016]. Available from: http://osp.od.nih.gov/sites/default/files/resources/NIH_Guidelines.pdf
5. Federal Select Agent Program - Code of Federal Regulations. 7 CFR Part 331; 9 CFR Part 121; 42 CFR part 73. Available from: <http://www.selectagents.gov/regulations.html>
6. Animals and Animal Products: Federal Select Agent Program Code of Federal Regulations Title 9, Chapter I, Subchapter E, Part 121

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